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CURRICULUM GUIDES FOR PHYSICAL EDUCATION
IN THE ELEMENTARY SCHOOL

A Master's Report presented to the Graduate
Faculty of Fort Hays Kansas State College in
partial fulfillment of the requirements
for the Degree of Masters of Science

by

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Fort Hays Kansas State College

Date May 23, 1958

Approved Le Roy A Harper
Major Professor

Ralph A. Odell

Chairman Graduate Council

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ACKNOWLEDGEMENT

The writer wishes to acknowledge his sincere appreciation and express his indebtedness to the many persons who made this study possible.

The writer wishes to express his appreciation to Doctor Leroy Harper, who has supervised and directed the preparation of this report, and also for his helpful suggestions and corrections.

To his wife, the writer owes a dept of gratitude for her unselfish and untiring efforts in the preparation of this study and for her inspiration and encouragement at every stage of the work.

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The aim of physical education is to provide skilled leadership and adequate facilities that will afford an opportunity for the individual to develop his physical fitness and health, and to develop his social and emotional adjustment.

¹Williams, Jesse F. *Physical Education in Schools*. 1937, Philadelphia, L. B. Saunders Co.

CHAPTER I

INTRODUCTION

A small amount of writing and research has been done on the problem of elementary physical education. With all the variations and differences in communities a large variety of physical education programs is to be expected. Investigation all too frequently reveals exactly the opposite, with participation limited to a rather static and routine core of activities. Most of which are centered around the fundamentals of football, basketball, baseball, and track. These take a disproportionable amount of the physical education time.

The aims of physical education in the elementary schools is compatable with the aims of education. Elementary physical education teachers will find excellent guidance if this fact is kept in mind.

The aim of physical education is to provide skilled leadership and adequate facilities that will afford an opportunity for the individual to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound.¹

¹Williams, Jesse Feiring, Principles of Physical Education. 1927, Philadelphia, W. B. Saunders Co., p. 270.

Many educators agree that the elementary level is the place where the teaching of skills, habits, attitudes and abilities should be stressed; in fact, these teachings should begin with the preschool child. This is very true in the case of physical education activities although it was not until after World War II that this need became increasingly evident. During World War I many men were rejected for military service, because of preventable defects.

These defects were largely developmental and environmental, rather than hereditary, stressed the fact that a large percentage of them might have been prevented or lessened by educational means. Thus a need for organized programs of health and physical education was recognized and, under the guidance of trained leaders, such programs were emphasized in school systems throughout the nation. This professional teaching, however, was centered at the secondary level, and the physical education activities in the elementary schools too often were left as free-play periods supervised by the classroom teacher.

During World War II many youth were still below the physical standards required for military service. One of the reasons for this is the fact that the emphasis on physical well-being, skills, and knowledge was not properly stressed during the formative years of the kindergarten and the elementary school. Well-being is a valuable asset for an individual, in peace time as well as in war, and the foundations for this vital part of good living should begin with the earliest school experiences.

If the whole child is the active child, then movement and activity are important parts of living. It is necessary to provide for children an integrated activity program in order to have every boy and girl able to know what he can do and how to do it. It is important that he continue to enjoy doing things throughout life. Such teaching would start a child in the direction of all-round development with the ability to do well the activities which are so joyous to most children. This means that each teacher in the elementary school must aid the child in developing neuromuscular skills, proper attitudes,

and interests in activities, through participation, in a graded **and** adopted program.

PURPOSE

It is the purpose of this study to present guides for elementary school physical education, which may be used by teachers, administrators and supervisors. Specifically the guides are intended to reveal the opinions of prominent authorities regarding physical education in the elementary school.

THE PROBLEM

The problem is "What are the guides that can be used in the teaching of elementary physical education?" The problem may be divided further into the following:

1. Teaching guides
2. Guides for the curriculum to be used in elementary physical education
3. Guides for evaluation

LIMITATION

This study will be limited to the first six grades in the elementary school.

Physical education as treated in this study, does not include health education and physical education as synonymous terms although the two are closely related. When the program of physical education is based upon the natural physical activities of the children, and includes organized games, exercises involving dramatic imitation, rhythmic activities including folk dancing, and athletic events and stunts, abundant opportunity for motivation and correlating health instruction is provided. Health education involves considerably more than can be included in a program of physical education.

DEFINITION OF TERMS USED

Physical Education. Physical education as used in the elementary grades is that scheduled instruction in which students learn rhythmical activities, games of low organization, relays, mimetics, story plays, athletic games, aquatics, apparatus stunts,

and self testing activities, individual athletic activities, and winter sports.

Elementary grades. Elementary grades in this study includes those grades ranging from the first to and including the sixth grades.

Guides. Guides for the purpose of this study can be defined as the basic ideas and principles that will direct a person toward a productive end and tend to eliminate a good many difficulties.

PROCEDURES

The writers first step was to attempt to answer the question; "Who are the prominent writers in elementary school physical education?" Discussion with the faculty of the physical education department and review of current research in the field of physical education revealed the works of the following people upon which to base research.

Anderson, Leonora
Bucher, Charles
Davis, Elwood Graig
Fait, Hallis
Hinman, Strong
Jack, Harold K.
Jones, Edwin

La Porte, William Ralph
 Means, Louis Edgar
 Miller, Arthur George
 Myers, Alonzo Franklin
 Nash, Jay Bryan
 Nielson, Neils Peter
 Patterson, Eleanor Jane
 Roberts, Nan H.
 Salt, Ellis Benton
 Schon, Elizabeth
 Vannier, Maryhelen
 Van Hagen, Winfred

Publications of the American Association for
 Health Physical Education and Recreation and the
 National Conference on physical education for child-
 ren of elementary school age, were also used as
 references.

Extensive review and evaluation of books and
 articles written by accepted authorities in the field
 of physical education in elementary education served
 as a background for the writer in the development of
 guides for the physical education curriculum at the
 elementary school level.

*Vannier, Maryhelen and Wilbur Foster, *Physical Education in Elementary Schools*, 1934,
 Philadelphia, W. B. Saunders Co., p. 47.

CHAPTER II

TEACHING GUIDES

Physical education activities should be selected which will develop and maintain vigor, endurance, and resistance to fatigue. Neuromuscular skill, or total body coordination and habits, are developed only through activity. Body balance, accuracy, speed, coordination, rhythm, agility, sensory perception, and reaction time develop through guided experience. Learning seems to fall into one or more of these.

1. Technical or skill learning.
2. Associated or knowledge learning.
3. Concomitant or attitude and appreciation learning.²

Skill mastery alone is of little value without accompanying knowledge concerning the skill, both need to be reinforced by the shaping of proper attitudes.

Public school teachers with special training in physical education are for the most part employed in junior and senior high schools. It is the classroom teacher who is usually called upon to carry the responsibility of teaching physical education in the

²Vannier, Maryhelen and Mildred Foster, Teaching Physical Education in Elementary Schools. 1954, Philadelphia, W. B. Saunders Co., p. 63.

elementary schools. The following are presented as guides for teaching physical education in the elementary school.

1. Keep in mind the objectives of physical education.
2. Emphasize character and sportsmanship values.
3. Do not tolerate profanity, cheating or bullying.
4. Plan a yearly, seasonal, monthly and daily program.
5. Save indoor activities for use on days of inclement weather.
6. Select and adapt activities for the physically handicapped pupil.
7. Do not let any child overstrain.
8. Watch closely for waning interests.
9. When interest wanes, change to a new game.
10. Know the game yourself before you attempt to teach it.
11. Lengthy explanations create rapid loss of interest. Make them simple.
12. Remember that children want action.
13. As little time as possible should be used in getting ready to play a game.
14. Do not permit certain children to monopolize the game.

15. Impress upon children that decisions rendered by officials are final and are to be accepted cheerfully and courteously.
16. Children should be assigned to, and be held responsible for, the duties of officiating, scoring, timing, and other duties.
17. Have crippled or disabled children learn the rules of games.
18. Children who have been retarded in school because of language difficulties or other causes should be assigned to play with groups of children of their own age or size.
19. Have all necessary equipment ready before beginning a game.
20. Blow the whistle only when necessary and demand immediate and absolute attention.
21. Remember that play outdoors when possible is preferable to that indoors.
22. As a rule, have separate groups for boys and girls for grade five and above, but occasionally combine them.
23. Arrange competing teams so they are usually equal in strength and skill.
24. Have children keep a game notebook, including in it the rules of games as given by the teacher.
25. Do not use individual races over seventy five yards as contests.
26. Plan semiannual play days or demonstrations of the different phases of your program.
27. Develop a strong intramural program in your school.

Most good teachers discover for themselves the most effective teaching methods. The best method for each is the one that gets the job done provided it is used in socially approved ways. An unscrupulous football coach may play his injured quarterback in order to win, but educators, medical authorities, and adults who have the whole interest of children at heart, would frown upon his method of producing a winning team. The end result rarely, if ever, justifies the means of human beings used in the process.

TEACHING GUIDES FOR CLASS PERIOD

Vannier and Foster present the following guide for teaching each class of physical education.

1. Explain briefly what the class will do.
2. Establish a need for learning by having pupils experiment.
3. Demonstrate the correct way to do the whole activity.
4. Use squad leaders to demonstrate to their squads likewise.
5. Demonstrate the correct way to those having difficulty again.
6. Explain how to do the skill as simply as possible.
7. Encourage pupils to keep trying until they master the skill by praising what they do correctly.
8. Integrate isolated skills in a game, dance or other activities as soon as possible. In a soccer class, for example, five minutes may

be spent on learning how to kick, dribble, and trap the ball; the remainder of the period should be spent in playing a game so that these skills will be used. No class period should be devoted entirely to practicing isolated skills.

9. Work toward 100 per cent pupil participation throughout the class period.
10. Choose, whenever possible, activities which relate to the season, weather, day or interest.
11. Keep plans flexible; overplan rather than underplan.
12. Have a high degree of expectancy for each child and stimulate him through it to do his best.
13. Analyze classes that did not go well; realize the reason may be your fault more times than not.
14. Build skill upon skill.
15. Employ techniques which will help each child learn something new every day.³

Some techniques of evaluating outcomes are observation, comparison, questions, class discussions, analyses, and tests, both skill and written. Children as well as teachers can be taught to appraise what they have accomplished. Evaluation, which is a method of thinking through an accomplishment so that one can revise purpose and procedures for the next effort, is an important part of teaching. When the teacher and pupils share in evaluation outcomes, democratic procedures are being used.

³Ibid., p. 65.

PITFALLS TO BE AVOIDED

In all fields there are pitfalls to be avoided by the teacher. These would include the following ten pitfalls, for physical education teachers.

Faulty planning. Provide enough equipment or activity so that all are active. Physical education is a doing process, not a watching one. Ten pupils may use the baseball equipment but one hundred others should not stand around and watch them have all the experiences.

Shot scattering. Do not attempt to talk above groups, or while pupils are talking. Make a direct hit every time you do talk, give directions by training the pupils to be quiet when you are speaking. Insist upon this rule being observed but be wise enough to know when to talk, what to say, and how to say it.

Let George do it. Do not pass the buck, or send an offending pupil on to the principal. Handle discipline cases when they occur in a firm but fair fashion.

Window peering. When children have playground periods and physical education classes the teacher

Dressing for class. Teachers should not attempt to teach physical education wearing street clothes except in the primary grades when the classroom teacher conducts playground activities. It is recommended that classroom teachers wear comfortable tennis shoes. Like the pupils, the instructor should be neatly dressed and clean.

Verbiage. Teaching is not telling; it is getting others to do, to learn by participation.

Being to palsy-walsy. Physical educators are usually the most popular teachers in the school system. A leader often loses the respect of the group if and when he comes down too near the group level. All youth need to have heroes and teachers worthy of emulation.

Failure to plan or see relationships. Growth follows patterns. Teachers can help children build shacks or temples, make mud pies or bake cakes, but only when they utilize building blueprints. Skills must be built upon skills. Daily, weekly, monthly, yearly plans are the blueprints of this creation.

Window peeking. When children have playground periods and physical education classes the teacher

assigned to teach the physical education cannot do this by remote control. Some older teachers, as well as some few unprepared younger ones, believe physical education is staying in one's own warm classroom watching the children play.

Becoming whistle happy. The whistle may be used as a means of gaining group attention. Children can be trained to be quiet when the whistle is blown. But whistles can also become a nuisance, and a source of annoyance when used too often. The teacher who has something exciting for children to learn has little trouble gaining their attention when he has taught them to react to his leadership.

Throwing out the ball. Too often boys in elementary grades are taught physical education classes by the teacher assigned as the interscholastic athletic coach. In many cases the ball is thrown out on the floor, like a wee bone to a pack of howling wolves, and physical education classes are taught by remote control. Many times this is brought on because the coach is not being paid to teach physical education classes but to have winning teams.

TEACHER ATTITUDES

The teacher's attitudes toward teaching, toward youth, toward the school, and toward the community affect the type of program he presents. His feeling for his present professional job, for the responsibilities and duties of the job, and for the purposes of education affect the experiences presented youth. A good program of activities reflects the teacher's knowledge and interest in the pupil, his loyalty to the school and community, his pride in his profession, and his pride in a job well done. Davis and Lowther give these examples of requisite attitudes of a good teacher.

... a desire to know, appreciate, and understand the needs, potentialities, interests, peculiarities, and abilities, of each pupil; a desire to serve the community by providing the best possible program for its children; unselfishness, sympathy, tolerance, and patience toward the pupils; alertness and progressiveness in following trends in physical education; a desire to adapt one's ideas and plans to those of the administration; and enthusiasm, courage, and firmness in working for the best interests of the children.⁴

⁴Elwood, C. Davis and John D. Lowther, Successful Teaching in Physical Education. 1948, New York, Prentice-Hall, Inc., p. 266.

CHAPTER III

THE CURRICULUM

The fact that some physical education programs, in some cases, may have developed on a more or less haphazard basis lends credibility to the idea that physical education curriculum builders should be guided by a set of sound principles. The lists of guides suggested here is perhaps by no means all-inclusive. Neither is each guide a separate entity. On the other hand, it may be noted that they overlap to a large extent and, as a consequence, serve the purpose of integration and interrelation of the basic considerations essential to the success of the physical education program.

TEN CURRICULUM GUIDES

Physical education as school activity. The physical education curriculum should comprise of the experiences that pupils have in this field which are under the auspices of the school. This guide implies that each component part of the program is interrelated with and dependent upon the other parts. The point

of view is taken that activities such as intramurals and interscholastics sometimes referred to as extra-curricular should be considered an outgrowth of the basic physical education activities program.

Equal opportunity for all. Physical education curriculum development should be based on a philosophy of equal opportunity for all pupils. It has been said many times that physical education is the rightful heritage of all of the children in all of the schools. If principles of democracy are to be practiced in the public schools of America, physical education programs must be devised so that all pupils will have an equal opportunity to engage in wholesome activity.

Physical education should use all resources. Physical education curriculum development should exhaust all of the available physical education resources of the school and community. It is incumbent upon the teacher of physical education to survey each available resource and evaluate its possible use in the program. The teacher should investigate all possibilities that lend themselves

to a more adequate and complete physical education program. Such factors as multiple use of facilities and wise placement of teaching personnel must be given consideration in curriculum development for the betterment of the program.

Program development a democratic process. Curriculum development should be a cooperative enterprise. The time is past when physical education curriculum development should be placed in the hands of a single individual. The cooperation of administrators, teacher, and others in providing worth-while physical education learning experiences for pupils is perhaps one of the best known means of improving the teacher-pupil learning situation in physical education. Consequently, administrators and teachers should pool their knowledge and experiences in an attempt to develop a program that will make a significant contribution to the optimum growth and development of youth.

Valid criterion for selection. Activities in the physical education curriculum should be selected by the application of valid criteria. While there is perhaps little in the way of scientific objective evidence to support the placement of physical education

activities at the various grade levels, there are, nevertheless, certain criteria ⁵ sufficient in validity to justify their application. Principles of child growth and development serve as outstanding criteria for the selection of activities.

Individual differences. Physical education curriculum development recognizes individual differences in pupils. In order to develop each individual to his ultimate capacity, physical education curriculum development must take into consideration the fact that children differ with respect to physical ability as well as mental, social, and emotional characteristics. Such factors as organization of classes and classification of pupils must be regarded as highly significant if the school plans to assume the responsibility for the optimum physical development of each individual child.

Flexibility. Physical education curriculum planning should be flexible. The lack of standardization in the field of physical education makes it almost imperative that the curriculum be characterized by a degree of flexibility. Varying backgrounds

⁵Nixon, Eugene W. and Frederick W. Cozens, An Introduction to Physical Education. 1953, Philadelphia, W. B. Saunders Co., pp. 98-103.

of previous pupil experiences in physical education activities along with such factors as wide differences in facilities from school to school manifest the need for a curriculum which can be adapted to meet the specific needs of children of a particular school.

Curriculum development a continuous process.

Physical education curriculum development should be continuous. Since education is considered as a continuous process, it naturally follows that physical education curriculum development should be continuous in order to meet the needs of a changing society. Paradoxically, in some instances the field of physical education has been content to rest on past laurels. As a consequence, gaps have not always been bridged and the field has perhaps not always been in step with advanced thinking in general education. When this occurs it is indeed an unfortunate circumstance since physical education is based primarily on motor activity and should be one of the last to fall into lethargic complacency. Continuous curriculum development should do much to alleviate this situation by taking up the necessary slack with regard to the needs of the concomitant culture.

CHARACTERISTICS OF CHILDREN

One of the best guides to determine what physical activities elementary children should have is to understand and know the characteristics of children at different age levels. The characteristics of children in this paper have been set up in hopes that it will lead to the understanding and correct selection of physical activities for different age levels. The characteristics have been based on a similar group by Vannier and Foster.⁶

Characterististics of children, Age 5-12

Age	Physical	Social
5-7	Soft bones Rapid growth Best in big muscles activities Extremely active Emphasis upon energy and speed Rapid development in eye control Narrow stance Heart growing rapidly Lack of physical power Susceptibility to fatigue Slow physical development	Questions continually Craves attention Independent Seeks adult approval Selfishly egocentric Slight interest in groups Slight desire to share Sex interests beginning to differ Fighting tendency prominent Story interest Beginning cooperation

⁶Vannier, Maryhelen and Mildred Foster, Teaching Physical Education in Elementary Schools. 1954, Philadelphia, W. B. Saunders Co., p. 38.

Age
5-7

Lacks ability to concentrate
Short attention span
Imaginative
Initiative
Intens on "My or mine"
Exchanges ideas with peers
Hunger for exercise
Interest in rhythm
Interest in small forms
of manipulation and
construction

Play activities

Running
Slides
Balls (large)
Climbing
Balls, beanbags
Jumping ropes
Singing games
Tag and it
Story plays
Relays
Stunts
Dramatic activities

Age
8-10

Physical

Rapid growth average
2" per year
Frequent fatigue
Nutritional disturbances
Gaining control of small
muscles of hands, feet
and body
Body movement more rhyth-
mical
Medium Height for age 8-49"
medium weight 55 lbs.
Medium height for age 9-51"
medium weight 64 lbs.
Medium height for age 10-54"
medium weight 70 lbs.

Social

More group conscious
Evidence of cooperation
Eager to learn
Adventurous
Attitudes and apprecia-
tion developing
Interested in accom-
plishing things begun
Cooperation more prom-
inent
Beginning of gangs
Desire of boys and
girls to be separated
Girls highly interested
in rhythmic activities.

Mental

Initiative
Imaginative
Creative
Craves to know why
Skill in judgment and
timing
Rapid development of motor
coordination
Lack of perseverence

Play activities

Puzzles
Marbles
Stunts and tumbling
competition
Swimming
Fundamental skills
of team games
Relays and stunts
must be more difficult

Age	Physical	Social
10-12	Rapid growth, change in organs Girls develop faster than boys Skill growth marked Sex characteristics developing Increased muscular coordination Heart growing rapidly Rapid developing motor development	Gange stage Loyalty Appreciates team play Self-conscience Little interested in the opposite sex Desire to be independent, strong Adventurous Developing into individual Strong attachment to an admired adult
	Mental	Play activities
	Rapid growth in ability to concentrate Struggle between being realistic and ideal- istic Can see through things more rapidly Increased ability to judge things well Interested in own growth patterns and physical development Lack of preserverance Less individualistic and self-assertive	Rhythmic activities Interest in gaining skill proficiency More coordinated move- ments Individual stunts and self testing activities Strength tests Swimming Emphasis upon proper learning of fundamental skills and techniques Team skills should also be taught

Not all children will fit into the growth characteristics according to his age. However, the majority of them will fall into this pattern.

As children grow in age, skill, and ability to play with others they should not engage in competition with children less advanced. In schools, children should have increased opportunities for real responsibilities, as well as increased freedom to select, do for themselves, and evaluate their own progress.

BALANCE OF PROGRAM

The total program for both the lower and upper elementary grades should be a balanced one containing a wide range of activities. Areas around which the program should be built must be broad.

It is felt by most authorities in the field of elementary physical education that sexes should be separated at grade four since physical differences in boys and girls, varying interests, and performance ability become marked after the age of ten.

The following table has been set up as one that could be used to have a balanced program of activities in elementary physical education.

Read table thus: In the fourth grade 10% of the time should be taught to the boys 20 per cent of the time and to the girls 30 per cent of the time. Fundamental play skills boys 20 per cent of the time and girls 15 per cent of the time etc.

TABLE I

TIME PERCENTAGES FOR THE PHYSICAL EDUCATION
PROGRAM IN THE PRIMARY GRADES

	Grades		
	1	2	3
	%	%	%
1. Rhythmical activities	25	25	25
2. Fundamental play skills	20	20	15
3. Relays	10	10	10
4. Mimetics and story plays	25	20	10
5. Athletic team games	0	0	15
6. Aquatics	5	5	5
7. Apparatus, stunts and self testing activities	15	20	20
Total	100%	100%	100%

Read table thus: In the first grade 25 per cent of the time should be spent with physical activities, 20 per cent with fundamental play skills, 10 per cent with relays etc.

TABLE II

TIME PERCENTAGE FOR THE PHYSICAL EDUCATION
PROGRAM IN UPPER ELEMENTARY GRADES

	Boys%Girls		Boys%Girls		Boys%Girls	
1. Rhythmical activities	20	30	15	30	15	30
2. Fundamental play skills	20	15	15	15	10	10
3. Relays	15	15	10	10	10	5
4. Athletic team games	20	15	30	20	35	30
5. Aquatics and camping	10	10	15	15	15	15
6. Apparatus, stunts, and self-testing activities	15	15	15	10	15	10
Total	100%	100%	100%	100%	100%	100%

Read table thus: In the fourth grade rhythmical activities should be taught to the boys 20 per cent of the time and to the girls 30 per cent of the time. Fundamental play skills boys 20 per cent of the time and girls 15 per cent of the time etc.

CHAPTER IV

EVALUATION

Through evaluation of materials written by professional people in the physical education field it becomes apparent that we must evaluate our elementary physical education program in at least five different areas.

1. Skill tests for pupils
2. Written tests for pupils
3. Teachers evaluation of the program in physical education.
4. Teachers personal evaluation
5. Pupil evaluation of the program

The methods, types, and techniques of evaluation vary greatly in the elementary school. In the lower grades the measurement of skills should be done almost entirely by subjective means such as; careful observation, judgment, and interpretation.⁷ The teacher should observe the ability of the child to throw catch, tag, skip, and do many other skills included in the program of physical education. As a result of the teachers observations, individual

⁷Miller, Arthur and Virginia Whitcomb, Physical Education in the Elementary School Curriculum. 1957, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., p. 37.

help may be given children who do not measure up to their potential.

Written tests. Objective tests should include true and false questions, matching questions, blanks to be filled in, and multiple choice questions. Most authorities in the field feel that written tests should be included in the program beginning at the fourth grade level. Written tests can be an aid to teaching if they are used to (1) measure individual as well as group improvement; (2) serve as a means of comparison between pupils, classes, or schools; (3) aid the teacher to diagnose pupil weakness; and (4) help the teacher see flaws as well as strengths in her own teaching methods.

Teachers evaluation of the program. The teacher must evaluate the program of physical education by asking such questions as the following.

Do the majority of my students enjoy their class work with me?

Do the students respond to my directions willingly and quickly?

Do the students feel that I am their friend?

Is the program full of varied activities, yet all balanced properly?

Does every child leave the class feeling secure in what he is learning, and feeling that he has accomplished something worth while?

Are the majority of the pupils growing in play skills?

Are the majority growing into becoming good citizens?

Am I providing enough opportunities for the highly skilled children to accomplish skill mastery?

Teachers personal evaluation. While the teacher is evaluating the program he must also evaluate himself by asking such questions as:

Do I over plan my work?

Do I underplan my work?

Do I enjoy teaching?

Am I patient with the motor morons and poorly coordinated pupils?

Do I teach the children something new or how to do old skills better every class period?

Am I making the best use of student planning and leadership?

Do I really try to build skill upon skill in the child?

What things can I do to make my program better for the child

Do I try to understand my pupils through their play, am I observant enough?

Do I keep in mind and work toward the objectives I set up when school began this year?

Do the activities I teach have real carry over value for after school play?

Do I utilize all space wisely in the gymnasium?

What has been my progress on these things so far?

Pupils evaluation of the program. Pupils can do much to help evaluate the program. One of the best ways to know their true reactions to the program is the amount of happiness radiated by the group. The pupils may feel free to speak truthfully if they are asked to write suggestions for class improvement and turn them in unsigned. Another good method is to have the children fill in the following suggestion questions.

Do you feel as though you are getting enough individual attention in learning to do new things?

Do you enjoy the class period in physical education?

Do you play the activities learned in class after school and during your leisure time?

Do you feel as though your class gives you enough opportunities to get to know a number of activities and people?

Do you feel as though you have gained in skills this year?

List the things you like most about physical education?

List the things you like least about physical education?

How do you think our class could be made better?

Do you like to take a shower after class?

Other methods of evaluation include check lists, rating scales, motor ability tests, physical fitness tests, interviews, case studies, group discussions, and self-rating. Also included are standardized tests of strength, cardiac and respiratory function, physical efficiency and ability, endurance, speed, posture and body type. These all have their place in the evaluating program and should be used when the need arises.

Evaluation is simply a critical examination of ones work to determine wheather or not his objectives are being met.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

In elementary schools where acceptable programs have been provided for children in the first three grades, pupils in the fourth, fifth, and sixth, grades will usually be ready for considerably advanced work in physical education. These advanced types of activities are largely the more highly organized skills and physical activities basic to the developments of fundamentals in sports.

Proper gradation. Practically the same activities are offered in the physical education programs for the pupils in each of the fourth, fifth, and sixth grades. The method of conducting some of the activities may vary from one grade to the next because of the previous experience and natural improvement in the ability of the children. At the same time, there may be certain groups in consecutive grades for whom the methods of teaching are practically the same because of overlapping of ability.

Individual differences. Children in each grade of the elementary school show a wide range of ability in such fundamentals as running, jumping, kicking, leaping, hitting, throwing, climbing, and swinging. This variability is due in part to differences in native ability and in part to the fact that the experiences of the individual pupils have varied from practically no experiences whatever to large amounts of participation in activities in which fundamentals are basic. There are also significant differences in the rate of growth of pupils during this period. The program of activities should be organized to care for the needs of all the pupils, including those lacking in coordination and those with limited experience in group activities, as well as skilled performers who have had a considerable amount of individual instruction in a variety of sports.

Evaluation. When considering evaluation, it is necessary to look at the objectives of physical education to determine whether or not they are being realized. The teacher should observe situations in which the children show traits such as leadership, cooperation and honesty. Teachers should attempt to

evaluate changes in behavior. Emphasis should be placed on the positive side, with merit given to favorable attitudes and signs of social growth.

The intellectual objectives may be evaluated by both subjective and objective means. In the lower grades informal questioning about games, dances, or stunts will be adequate. With children in the upper grades it is also advisable to ask questions informally but it is recommended that simple objective type tests be constructed and used. The subject matter of these tests would include questions on the background or history of games and dances, the number of players on a team, the position and names, simple rules, and scoring.

RECOMMENDATIONS

Number of years physical education should be offered. Physical education should be given every year the child remains in school. If the whole child is the active child, to whom movement and doing are all important parts of living then these movements

and doings should be taught each year the child attends school.

Number of periods required per week. The number of periods of physical education per week should equal the number of school days per week. This would give five hours of physical education per week or one hour each day. Children need at least one period a day of instruction in activities which are suited to their needs and capabilities.

Length of Periods. It would be much better to have 30 minute periods of physical education each day in the elementary school, one being in the forenoon and one being in the afternoon. The one in the afternoon may be used for supervised physical activities.

Activities in the physical education program. In the elementary school the core program should consist of rhythmical activities, play skills, relays, story plays, mimetics, athletic team games, aquatic, apparatus stunts and self testing activities. These should be worked around the idea of fall activities in the fall, winter activities in the winter, and spring activities in the spring, and the most important point is to have the activities out side every possible day.

Evaluation. Pupils and the teacher should evaluate together their weekly and daily progress. Time allotment for this purpose may be five minutes daily or twenty to thirty minutes weekly. The group at this same time should check progress made toward reaching desired goals and objectives, and discuss problems which arise during the class period.

The teacher. Lesson plans for each grade should be made daily, weekly and for the term. Each day should have it's own objectives. In these plans there must be activities that will develop each day a part of the final objectives.

All parts of the program in physical education must dovetail, for each is important. The physical education program as a whole must become a vital and integral part of the school curriculum.

All children deserve a full, rich program of physical activities. They are worthy of well informed instructors, adequate equipment, and a rich, balanced program regardless of their geographic location and the size of the school attended.

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